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ABSTRACT

This guide is presented to assist institutions of higher education to: (1) initiate teacher-preparation programs in bilingual education; (2) modify and improve existing bilingual education programs; (3) expand the bilingual education programs into the graduate level; and (4) expand to other graduate programs in addition to teacher education. After stating ten assumptions on which a bilingual education program is based, the guide focuses on program implementation, the undergraduate, masters and doctoral programs, and an overview of degree programs. For each level, the attitudes and skills to be developed are described as well as linguistic, cultural, and pedagogical competencies. The competencies, sequential in nature, are of two types: (1) the basic type with minimum requirements that will allow the individual to perform effectively as a bilingual education teacher or as a specialist in some other branch of bilingual education; and (2) supporting competencies, that is, those which serve to enhance and strengthen the preparation of the degree candidates. The section on degree program overviews shows graphically the approximate ratios between basic and supporting competencies, and among the various subcategories of supporting competencies. A bibliography is appended. (AMH)

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Competencies for University Programs in Bilingual Education

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Foreword

In order to meet the needs of millions of children who speak English as a second language, Congress mandated that the U.S. Office of Education embark upon an extensive training program. Via the Education Amendments of 1974, the Office of Bilingual Education has been involved in offering grants for programs that provide training of school personnel ranging from paraprofessionals and aides to graduate educators.

During the program year 1977–78, a total of 101 institutions of higher education received grants for implementing bilingual teacher-training programs. Forty-two institutions of higher education received a total of 672 fellowship grants for personnel interested in pursuing master's and doctorate degrees with a specialization in bilingual education.

It is currently estimated that approximately 3.6 million school-age children in the United States have a non-English language background. This number includes children from homes where a language other than English is spoken and children who were foreign-born or whose parents were foreign-born. Approximately 129,000 to 200,000 teachers are needed to meet the instructional needs of those children who have another language and another culture.

Nationally, it should be recognized that bilingual education, as it has unfolded in this Nation, is not a passing fancy to provide equal educational opportunity to language minority groups. It will be here as long as linguistically and culturally different populations exist in this country.

It is anticipated that this publication will assist institutions of higher education in understanding the theoretical and methodological concept of bilingual education teacher-training programs in this country and help them in graduating personnel with a specialization in bilingual education.

April 1978

Tom Burns
Acting Director
Office of Bilingual Education

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Introduction

Before an institute of higher education (IHE) implements a bilingual education program, it should develop a rationale. The rationale rests on a set of assumptions concerning bilingual education and bilingual teacher training in the United States. These assumptions constitute the theoretical framework for the development of a program with a specialization in bilingual education. The assumptions represent views about society and education in general, the nature of a teacher-training program, and the role of the teacher and the students. Indeed, the IHE is strongly urged to screen all its competencies through this set of assumptions to determine their validity within the program. It is recognized that:

1. The United States is a culturally and linguistically diverse country, with English as the official language.
2. There exists in the United States a mainstream society and a variety of subcultures which are an integral part of the Nation.
3. This cultural and linguistic diversity is a national resource which should be strengthened through the educational process.
4. Students learn more easily in their dominant language.
5. The purpose of bilingual education is to promote academic success for students who speak a language other than English, as well as to provide linguistic and cultural enrichment for all students.
6. In a multiple-year bilingual education program, students develop knowledge and skills commensurate with those of students in a monolingual program. In addition, they develop communicative skills in two languages.
7. Teachers tend to be more effective if they can relate to students linguistically and culturally.
8. Teachers must recognize the linguistic, socio-cultural, and intellectual strengths of their students in order to promote educational success.
9. Bilingual instruction in the preparation program helps future teachers to be more effective in instructing in the two languages.
10. Field-based activities in the preparation program help the future teacher to be aware of the needs of the students and to increase their teaching effectiveness.

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The responsibility for developing the necessary competencies, skills, and attitudes for succeeding in a bilingual education program rests largely with schools of education in close cooperation with local education agencies. The Office of Bilingual Education recognizes that bilingual education programs are multidisciplinary in nature and, therefore, require participation of other academic areas. If institutions of higher education are to meet the needs of local communities, they must prepare teachers capable of working with linguistically and culturally diverse populations.

The initiation and growth of bilingual-education programs in the United States have given rise to university programs designed to meet the demands for properly trained personnel. Although inservice programs have always played an important role in bilingual teacher training, and should always continue to do so, institutions of higher education (IHE) are now being called on to establish bilingual education as an integral part of their academic and professional education programs. Furthermore, as bilingual education continues to expand so, also, does the need for specialized bilingual training, such as research, curriculm development, program evaluation, assessment, and supervision.

This document has been prepared in response to requests by IHEs for guidance and direction in the establishment, improvement, and institutionalization of bilingual-education programs. The guidelines are designed to give direction to IHEs wishing to:

1. Initiate teacher-preparation programs in bilingual education.
2. Modify and improve existing bilingual-education programs.
3. Expand the bilingual-education programs into the graduate level.
4. Expand to other graduate programs in addition to teacher education.

More importantly, these guidelines are provided to assist IHEs to institutionalize the bilingual program and thus, make it an integral part of the regular program of studies.

Generic, or broadly stated, competencies are recommended and they can be incorporated into a variety of course offerings. They can, and should, be broken down into more specific competencies according to IHE requirements. It is felt that these competencies will encourage IHEs to examine present course offerings and determine additions, deletions, and modifications. It will be noted that the competencies outlined in this document are, generally, of two types:

1. Basic competencies—minimum requirements which allow

the individual to perform effectively as a bilingual education teacher or as a specialist in some other branch of bilingual education.

2. Supporting competencies—which serve to enhance and strengthen the preparation of the degree candidates.

The basic and supporting competencies are minimal, and IHEs are encouraged to make additions to meet specific student needs.

Empirical research in the area of the preparation of bilingual education personnel is practically non-existent at this time. The competencies, program sequences, and other suggestions for program implementation contained in this document, therefore, were generated from information in the sources found in the Bibliography. Preliminary versions of this document were shared with authorities and practitioners in the field of bilingual education and general education for review and critique. Appropriate modifications were incorporated to make the contents meaningful and realistic, and to keep them in line with the assumptions about bilingual education listed earlier.

It is hoped that this publication will provide IHEs with guidance which will eventually pay dividends in terms of improved academic achievement for linguistically and culturally diverse students and for students of the mainstream society who participate in bilingual-education programs.

Program Implementation

A bilingual teacher-training program should be a cooperative effort which involves a variety of disciplines within the IHE and which should be implemented in close connection with agencies outside the IHE. The following are features which a teacher-training program should have and which indicate the IHE's commitment to bilingual education:

1. A structured program of studies with goals, course objectives, options, knowledge, and skills to be obtained explicitly stated. This provides specificity for both students and faculty regarding responsibilities and program outcomes.
2. A program of studies which requires a specified portion of the instruction to take place in the target language.
3. A fiscal plan through which the IHE gradually assumes most or all of the financial support for the bilingual-education program.
4. Adequate faculty and staff who are bilingual and have knowledge, training, and experience in some aspect of bilingual education. This would include a director who has the responsibility of coordinating the entire program. An advisory board consisting of IHE faculty, students, local school personnel, community representatives, and regional and State certification officials is recommended.
5. Proper physical facilities which support and promote the program. These would include library materials for research and curriculum development, language and teaching laboratories, and field-based or demonstration centers.
6. A program which collaborates with a local school district and which makes extensive use of the knowledge and experience of the local bilingual-education personnel.
7. A recruitment and screening process which identifies prospective bilingual teacher candidates.

It is recognized that most IHEs still function within a more traditional structure dictated by specific courses and accumulation of credits in order to recommend students for graduation and certification. This document does not necessarily promote a strict competency-based teacher education program. The competencies which are presented in this document can be incorporated into

such a traditional model. This provision, however, should not be interpreted to mean that an IHE will simply utilize existing courses or programs and give them a bilingual focus. It is vital that the institution analyze its facilities, faculty, staff, and program of studies before it begins to structure the bilingual-education program. Once a rationale based on the foregoing assumptions is developed, program objectives, courses, and a sequential program of studies can be designed.

It will be noted that the competencies suggested for the undergraduate, master's, and doctoral levels are sequential in nature. Each successive level is based on the development of prior knowledge or skills related to a specific area within the bilingual program. An individual at the doctoral level without previous training in bilingual education, for example, would have to develop certain competencies prior to entry or as an integral part of the degree program at this level. Thus, each degree or level may be seen as terminal or as a stepping stone to additional studies.

Undergraduate Program

At the undergraduate level, programs should be designed to comply not only with the requirements of an individual IHE, but also with State certification regulations. Within this framework, an IHE can structure its program in such a way as to provide the future bilingual-education teachers with the necessary skills and knowledge to function adequately in a dual-language instructional program.

It should be noted that this document puts forth competencies necessary for a teaching credential with a specialization in bilingual education. It is recognized that most IHEs have additional program requirements such as English, mathematics, science, social studies, etc. Specific competencies for these areas are not included in this publication. Competencies, rather than course titles, are presented because it is felt that they provide IHEs with more precise directions for course implementation. The competencies can be incorporated into any of numerous courses at an IHE. A number of competencies, such as those developed by the Center for Applied Linguistics (1974), can also be used. The basic competencies recommended here have been carefully selected after consultation with specialists in bilingual-education teacher training. It is felt that a teacher candidate should be able to demonstrate them to perform satisfactorily in the classroom.

The bilingual-education program might consist of three general areas:

1. *Academic Foundations*—Courses required to fulfill graduation requirements such as English, mathematics, social science, natural sciences, etc., and which are specified by State certification standards. Where appropriate, the course content should be expanded to include a bilingual-education perspective, and should be described in terms of:
   a. Basic Competencies
   b. Supporting Competencies
2. *General Professional Education*—Courses which are required of all individuals pursuing a teaching credential and which are specified by State certification standards. Where appropriate the course content should be expanded to in-

clude a bilingual education perspective and should be described in terms of:

   a. Basic Competencies
   b. Supporting Competencies

3. *Bilingual-Education Specialization*—Courses which may come from several departments of an IHE but which contribute to the development of teachers of a bilingual program. These, too, should be described in terms of:
   a. Basic Competencies
   b. Supporting Competencies

(See page 16 for illustration of a 4-year training sequence)

Traditionally, teacher-education programs have been largely campus-based. That is, most courses are provided in college classrooms with limited contact with actual teaching situations. Most programs provide some field experiences, such as student teaching. Bilingual education at the IHE level is in an early developmental stage. It is felt that future teachers in this field should be given a maximum of contact with quality bilingual-education programs, since many local schools have valuable experience to share. This first-hand experience is important for the future bilingual-education teacher because:

1. Teacher-training materials are scarce, especially those written in a language other than English.
2. Bilingual education is in an early stage of development and there is a necessity to evaluate a variety of teaching approaches.
3. Local school personnel usually have experience with bilingual education and can, thus, reinforce and expand the future teachers' training.
4. For those teacher candidates who are still strengthening and expanding their facility with the non-English language, field experiences will provide opportunities to use and apply this language in classroom situations.
5. Contact with students in a bilingual-education program will provide the teacher candidate first-hand experience with the language and culture of varied student populations.
6. Most bilingual-education teacher candidates have experienced a monolingual education.

In sum, the bilingual-education program should develop attitudes, skills, and knowledge and it should provide opportunities for application in a variety of real situations.

Attitudes

The candidate should develop the attitude that:

1. All students bring with them certain intellectual, emotional, linguistic, socio-cultural, and physical capabilities and potentials which should be developed and enhanced during the teaching-learning process.
2. The language students use is a structured system of communication.
3. The language variety of the students and a standard variety are valid systems of communication, each of which has legitimate functions within various social contexts.
4. The students' culture is the basis for their learning to function as social beings.
5. Bilingual education promotes and enhances the education of linguistically and culturally diverse children.
6. Bilingual education provides enrichment for all students.

Skills

This category deals with the development of linguistic, cultural, and pedagogical skills which the bilingual teacher must demonstrate. The teacher candidate should already possess language skills in both English and the target language prior to entry into the program, since the usual 4-year degree program cannot develop these skills from total lack of proficiency to the level necessary for bilingual education. The IHE should provide an entry diagnostic test to determine the language proficiency of the candidate.

Language Proficiency

By the end of the program the candidates are expected to have a command of English and the target language in listening, speaking, reading, and writing. Specifically, the candidates should be able to:

1. Provide instruction using a standard variety of both languages.
2. Understand and, preferably, speak the particular language variety of the student.

An exit language-proficiency test is strongly recommended. It should include both a general section and a specialized section which evaluates control of pedagogical terminology in both languages.

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Basic Linguistic Competencies

The candidates should be able to:

1. Explain basic principles of language and bilingualism.
2. Identify phonological, grammatical, and lexical characteristics of both languages and determine possible areas of interference and positive transfer.
3. Explain theories of first and second language learning and their implications for classroom instruction.
4. Identify and understand regional, social, and developmental varieties of the student's language(s).

Supporting Linguistic Competencies

The candidates should be able to:

1. Analyze possible effects of two or more languages in contact and their resulting linguistic and sociological manifestations.
2. Explain the process of acquiring more than one language and dialect.
3. Identify diverse schools of thought concerning the relationship of language and culture.

Basic Cultural Competencies

The candidates should be able to:

1. Recognize the richness of cultural diversity in the United States.
2. Identify significant aspects of the home culture which can be incorporated into the instructional program.
3. Identify significant aspects of the mainstream culture to assist students in recognizing similarities and dealing with potential areas of difference.
4. Develop knowledge of the history of the target cultural group.
5. Develop an awareness of the contributions of the cultural group, especially as they may relate to the development of the United States.
6. Utilize in the classroom appropriate literature from the target cultural group.
7. Explain some basic ideas concerning the process of acculturation and assimilation.

Supporting Cultural Competencies

The candidates should be able to:

1. Identify some basic principles of learning styles which may be culturally determined.
2. Prepare students to function in a variety of social and cultural settings.
3. Develop an awareness of the cultural group's folklore, both oral and written.

Basic Pedagogical Competencies

The candidates should be able to:

1. Explain basic principles of learning theory and apply them to the teaching-learning process.
2. Develop techniques which help the students to extend their command of their first and second language in listening, speaking, reading, and writing.
3. Plan, develop, and present teaching units or lessons in the various curriculum areas, using the appropriate terminology in both languages.
4. Incorporate significant aspects of the students' culture in various areas of the curriculum.
5. Utilize a variety of appropriate classroom management techniques.
6. Work effectively with auxiliary personnel in the classroom.
7. Work effectively with parents and other members of the community in the classroom.
8. Assess language dominance and proficiency in basic subject matter, and utilize such results for instruction.
9. Formulate performance objectives and develop formal and informal evaluation strategies.
10. Utilize in the content areas various teaching techniques in both English and the target language, such as:
    a. Inquiry-discovery techniques
    b. The individualization of instruction
    c. The establishment of learning centers
    d. The use of audio-visuals in the classroom
11. Evaluate instructional materials in terms of the students' linguistic, cultural, and intellectual characteristics.
12. Modify instructional materials designed to meet the students' needs.

Supporting Pedagogical Competencies

The candidates should be able to:

1. Utilize a multidisciplinary approach to teaching.
2. Work effectively with community resources.
3. Utilize interaction analysis strategies.
4. Plan and implement team teaching.

Knowledge

Bilingual education is multidisciplinary in nature, and the teacher-training program should, therefore, reflect this characteristic. The IHE should structure its program not only to include a wide variety of disciplines in various departments, but it should also seek to obtain cooperation among departments. It is important that the bilingual teacher-training program have an identifiable administrative locus in order to obtain the necessary structure and to promote coordination among the various departments. An official coordinating committee with representatives from these departments is recommended. The individuals in charge of the bilingual program, then, should provide the departments with the goals and objectives of the program so that all faculty members, regardless of their discipline, contribute to the preparation of the bilingual-education teacher. The following are some of the disciplines necessary for the adequate development of the bilingual education teacher: English, foreign languages, ethnic studies, social sciences, applied linguistics, psychology, natural sciences, mathematics, music, art, library science, physical education, speech, and drama. These areas usually form part of the school curriculum, and teachers are expected to receive knowledge of some basic concepts in each of them as part of their university training. It is recognized that specifying competencies for each of these areas would be difficult and may not be within the jurisdiction of the persons in charge of the bilingual teacher-training program. However, the particular contributions of each discipline to bilingualism and bilingual education is necessary. Therefore, it is especially important for faculty members of these disciplines to meet periodically to coordinate their efforts and to determine necessary course modifications.

Application

Bilingual teacher-education programs should provide candidates with opportunities to apply to real situations what they have learned. Traditionally, most teacher-education programs have required a student-teaching field experience. In addition to this type of experience, the following are also recommended:

1. A structured observation experience early in the program, preferably at the freshman level. This will allow the candidates to observe a bilingual program in action over an extended period of time, perhaps for a quarter or a semester. This experience can provide the candidates with insight and information about bilingual education and may be the deciding factor as to whether they will or will not pursue a degree with a specialization in bilingual education.
2. Prior to student teaching, an extended internship of a quarter or a semester in length. This internship would take place in a local bilingual-education program. The candidates would not be given the responsibility of taking charge of the class but would observe the teacher, reinforce familiar concepts to the students, assist the teacher in routine classroom management chores, etc.
3. Field experiences in the community. This contact gives future teachers opportunities to know on a first-hand basis the students' families, the neighborhood, and its various components, such as churches, stores, social organizations, etc.

Field experiences should be structured to involve the students in increasingly responsible tasks, for example:

1. Observation
2. Tutoring on a one-to-one basis
3. Tutoring small groups
4. Teaching large groups or an entire class

As many courses as possible dealing with bilingual education should be field-based to maximize opportunities for relating theory and practice.

There may be IHE programs which provide training for teacher aides who already have some experience in the bilingual-education classroom. The university degree program should coordinate this experience with its academic training and, preferably, capitalize on such experience by bringing these aides in contact with students who have a minimum of contact with a bilingual program.

Program Model

Given the diversity of teacher preparation programs across the country, this publication presents a general bilingual-education training model which universities may adapt to conform to their own requirements and specifications.

The Bilingual Teacher-Training Sequence on page 16 takes into account the three program areas (*Academic Foundations*, *General Professional Education*, and *Bilingual-Education Specialization*). It should be noted that the general model places a heavy emphasis on basic academic foundations early in the program and that the more specialized areas are stressed in the last 2 years. However, this arrangement does provide sufficient flexibility for students to begin developing some specialized competencies as early as the first year. As mentioned earlier, field experiences are vital. Universities should give strong consideration to field experiences, such as exploratory courses, as early as the students' first year of study. Such experiences will give the future teachers a more realistic view of the teaching profession, in general, and of bilingual education, in particular.

The suggested sequence is designed to give IHEs flexibility in planning an undergraduate degree program. It should be noted that courses in the three program areas may be taken in any of the 4 years of the program. The diagonal patterns are a means to indicate the proportion or percentage of course work in a particular area during any of the 4 years of study. There is a heavy emphasis on *Academic Foundations* during the first 2 years, for example. A certain number of courses in *General Professional Education* and *Bilingual-Education Specialization* could, however, be taken at this point. During the last 2 years, emphasis is on *General Professional Education* and *Bilingual-Education Specialization*. A small number of *Academic Foundations* courses which students had not yet taken could also be scheduled at this time.

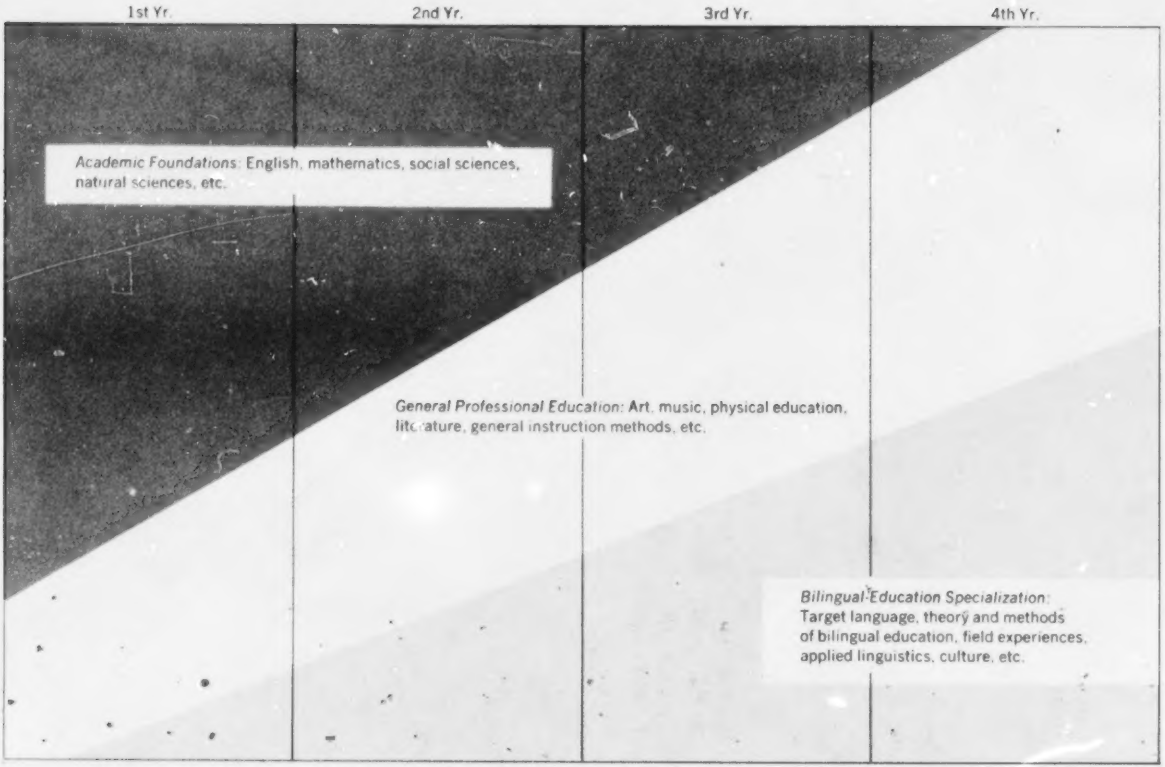
Although it is difficult to express the number of courses in exact percentages, the program might also be represented in the following manner:

(In percent)

	1st yr.	2nd yr.	3rd yr.	4th yr.
Academic Foundations	90	80	50	5
General Professional Education	5	10	20	35
Bilingual-Education Specialization	5	10	30	60

A Sample Distribution of Course Work for a 4-year undergraduate program is found on page 17. This arrangement of courses is based on the Bilingual Teacher-Training Sequence (Illustration 1) and is designed to show one possible course distribution of the Undergraduate Program.

BILINGUAL TEACHER-TRAINING SEQUENCE


1st Yr.
2nd Yr.
3rd Yr.
4th Yr.
Academic Foundations: English, mathematics, social sciences, natural sciences, etc.
General Professional Education: Art, music, physical education, literature, general instruction methods, etc.
Bilingual Education Specialization: Target language, theory and methods of bilingual education, field experiences, applied linguistics, culture, etc.

Note: A certain percentage of courses should be taught in English and in the target language, or in the target language of the program, exclusively.

ILLUSTRATION 1

SAMPLE DISTRIBUTION OF COURSE WORK

Four-Year Program

1st yr.	2nd yr.	3rd yr.	4th yr.
English*	English*	General education courses	Specialized bilingual education courses
Natural sciences	Mathematics	Specialized bilingual education courses	General education courses
Second language*	Social sciences/culture	Second language*	Second language*
Exploratory education course:	Art/music	Culture	Culture
Field-based	Second language*:	Intensive field experience: Internship	Intensive field experience: Student teaching
	In relation to field-based experiences; introduction to bilingual education	Electives	Electives

*Most teacher-education programs have an English-language requirement. The number of courses which candidates take in English and the second or target language of the program depends on their individual language proficiency in the two languages.

As was indicated earlier, a certain number of courses in all areas and at each of the 4 years should be taught in English and the target language or in the target language of the program, exclusively.

17

Master's Degree Program

Students pursuing a degree at this level should be proficient in English and the target language and may be of two types:

1. Students with an undergraduate degree with a specialization in bilingual education.
2. Students with an undergraduate degree in a field other than bilingual education but with possible first-hand experience in some phase of bilingual education.

Ideally, for those students who enter the master's degree program with an undergraduate specialization in bilingual education, the sequence of competencies might look like the following:

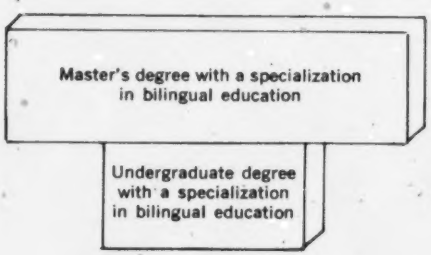

Master's degree with a specialization in bilingual education
Undergraduate degree with a specialization in bilingual education

ILLUSTRATION 2

The master's degree program would assume that the candidate has all the requisite knowledge and skills of the undergraduate program and is ready to proceed to more advanced study based on these previously acquired competencies. At this point in the development of bilingual education, however, there are still large numbers of teachers who wish to pursue a master's degree in bilingual education, but whose undergraduate degree may be in some other area. In this case the IHE would have to select those competencies from its undergraduate program which it considers absolutely

essential for its master's degree candidates. The program may, thus, be visualized as follows:

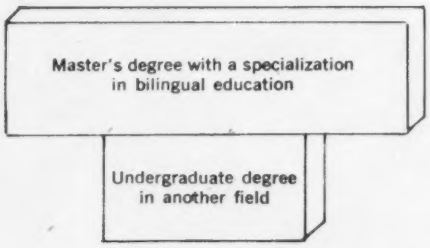


ILLUSTRATION 3

The master's program should provide students with additional skills not part of the undergraduate program, such as in curriculum development, and it should require a higher degree of performance of the basic competencies. Preferably, candidates should have prior teaching experience. The candidate should be able to communicate effectively in English and the target language prior to entry into the program. The IHE should determine the candidate's oral and written language proficiency with a formal evaluation instrument.

The IHE must also take into account the career aspirations of its master's degree students and whether the students see the degree as terminal or as a stepping stone for the doctorate. As was recommended for the undergraduate program, it is vital at the master's degree level to provide a specified portion of the instruction in the target language of the program. This arrangement also provides the candidates with practice in the target language and ultimately results in quality programs.

Field experiences are very important at this level, too. These can be graduate internships in local bilingual programs or in a State, regional, or local education agency. Master's degree candidates can also assist the IHE faculty in conducting portions of the instructional program on the undergraduate level. The purpose of these experiences is to combine theory and practice and, thus, increase the candidates' skills in the field of bilingual education.

The following are suggested competencies for the master's degree candidates:

Attitudes

The candidate should develop the attitude that:

1. All students bring with them certain intellectual, emotional, linguistic, socio-cultural, and physical capabilities and potentials which should be developed and enhanced during the teaching-learning process.
2. The language students use is a structured system of communication.
3. The language variety of the students and a standard variety are valid systems of communication each of which has legitimate functions within various social contexts.
4. The students' culture is the basis for their learning to function as social beings.
5. Bilingual education promotes and enhances the education of linguistically and culturally diverse students.
6. Bilingual education provides enrichment for all students.

Skills

The master's degree students are often teachers with direct experience in a bilingual program. Some of their knowledge and teaching skills are often acquired as a result of such experience. The graduate program should attempt, as much as possible, to utilize such knowledge and skills and to provide the candidate with additional information which, oftentimes, may be more theoretical in nature. This theory, however, should always be presented in conjunction with practical application.

Language Proficiency

The candidate should already possess language skills in both English and the target language prior to entry into the program, since the usual master's degree program cannot develop these skills from total lack of proficiency to the level necessary for bilingual education. The IHE should provide an entry diagnostic test to determine the language proficiency of the candidate. The student at this level is expected to have a command of English and the

target language in listening, speaking, reading, and writing. Specifically, the candidates should be able to:

1. Provide instruction in all areas of the curriculum or in areas of secondary education specialization using a standard variety of both languages.
2. Understand and preferably speak the home language variety of the student.

An exit language-proficiency test is strongly recommended, and it should include both a general section and a specialized section which evaluates control of pedagogical terminology in both languages.

Basic Linguistic Competencies

The master's degree candidates should be able to demonstrate the basic linguistic skills required of the undergraduate students. Additionally, the candidates should be able to:

1. Explain the process of becoming bilingual.
2. Develop lessons dealing with specific areas of interlanguage interference and positive transfer.
3. Explain basic principles of the sociology and psychology of language.
4. Explain basic principles of language acquisition.

Supporting Linguistic Competencies

The candidate should be able to:

1. Recognize some basic principles of code-switching and its place in the language of development of the students.
2. Explain basic principles of the interaction of society and language and the resulting sociolinguistic phenomena.

Basic Cultural Competencies

In the area of culture, the candidate should be able to perform the basic competencies required of the undergraduate student. Additionally, candidates should be able to:

1. Apply to curriculum development and instruction the findings of research concerning education in general and of linguistically and culturally diverse students in particular.
2. Work directly with the community in identifying and using cultural resources for instructional purposes.
3. Identify major art forms of the target cultural group.

4. Explain diverse schools of thought concerning the relationship between language and culture.
5. Explain the process of acculturation and assimilation.

Supporting Cultural Competencies

The candidate should be able to:

1. Incorporate elements of culture into units of study.
2. Make objective comparisons of cultural characteristics of the mainstream and of the target group, including such areas as values, institutions, modes of behavior, etc.

Basic Pedagogical Competencies

In the area of pedagogical skills, the candidate should be able to demonstrate the basic competencies required of the undergraduate student. In addition, the candidate should be able to:

1. Critique and utilize formal and informal language assessment procedures and instruments.
2. Critique cultural elements in a variety of instructional materials and make necessary revisions.
3. Develop original materials for use in the bilingual education classroom.
4. Assess instructional materials to determine utility and relevance.
5. Determine biases of standardized tests.
6. Utilize diagnostic data in the instructional program.

Supporting Pedagogical Competencies

The candidate should be able to:

1. Design bilingual education programs based on the needs and strengths of various student populations.
2. Interpret research findings and establish implications for the classroom.
3. Be able to identify and accurately report on progress made by students in a bilingual-education program.
4. Establish an effective parental involvement component of a bilingual program.

At this level, it is important to consider the interests and career aspirations of the candidate. The candidate, therefore, may be

given the choice of several degree program options, such as:

1. Degree consisting entirely of successful completion of a specified number of competencies and/or courses.
2. Degree consisting of successful completion of a specified number of competencies and/or courses and a master's report.
3. Degree consisting of successful completion of a specified number of competencies and/or courses and a thesis.

Candidates who look on this as a terminal degree may want to choose the first option, while those with aspirations for pursuing the doctorate at a later time may want to select one of the latter two options. The writing of a report or thesis may provide experience in research and writing. In terms of illustration 9 on page 35 which depicts the distribution of competencies, the report or thesis could well represent the competencies that the students generate. This would particularly be the case where the candidates are expected to generate and research a topic of interest.

At this level, candidates may have several options upon completion of the degree, for example:

1. Teacher.
2. Supervisor or consultant.
3. Curriculum specialist/writer.
4. School District bilingual-education director.
5. Consultant with a service center.
6. Doctoral studies.
7. Bilingual-education specialist at State Department of Education.
8. National bilingual-education network staff member.
9. Librarian.

The IHE and the candidate should bear in mind the career goals available and structure the degree program accordingly.

Doctoral Program

As with the master's degree program, students at the doctoral level come from a variety of academic backgrounds:

1. An undergraduate degree with a specialization in bilingual education.
2. An undergraduate degree in a field other than bilingual education.
3. A master's degree with a specialization in bilingual education.
4. A master's degree in a field other than bilingual education.
5. No master's degree.

In addition to academic background, some students may have experience in bilingual education, while others are entering this field without previous preparation or experience. The IHE should provide students with a structured program which, nonetheless, gives them the necessary flexibility to pursue their own interests as they relate to bilingual education. Again, under ideal conditions for those students who enter the doctoral degree program with previous degrees in bilingual education, the sequence of competencies might be represented in the following manner:

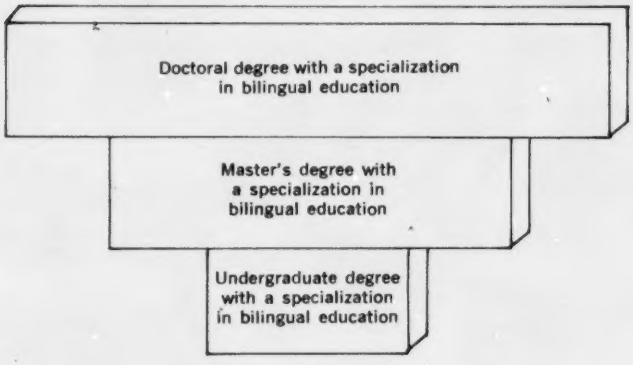

Doctoral degree with a specialization in bilingual education
Master's degree with a specialization in bilingual education
Undergraduate degree with a specialization in bilingual education

ILLUSTRATION 4

For students who have an undergraduate degree in some other field, but a master's degree with a specialization in bilingual education, the sequence might be conceived differently:

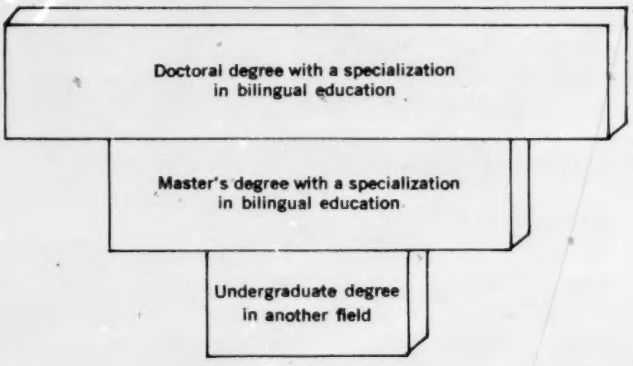

Doctoral degree with a specialization in bilingual education
Master's degree with a specialization in bilingual education
Undergraduate degree in another field

ILLUSTRATION 5

A more unlikely, but possible, sequence would be the one in which the candidate has an undergraduate degree with a specialization in bilingual education, a master's degree in another field or perhaps no master's degree. The sequence might be represented in this manner:

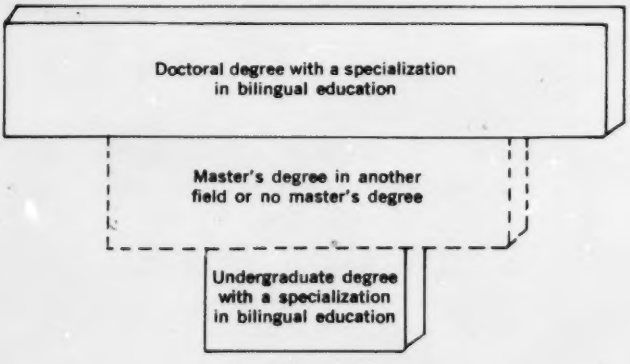

Doctoral degree with a specialization in bilingual education
Master's degree in another field or no master's degree
Undergraduate degree with a specialization in bilingual education

ILLUSTRATION 6

A fourth possible sequence would be the one in which the candidate at the doctoral level has both an undergraduate and a master's degree in a field other than bilingual education. The sequence might be represented in the following manner:

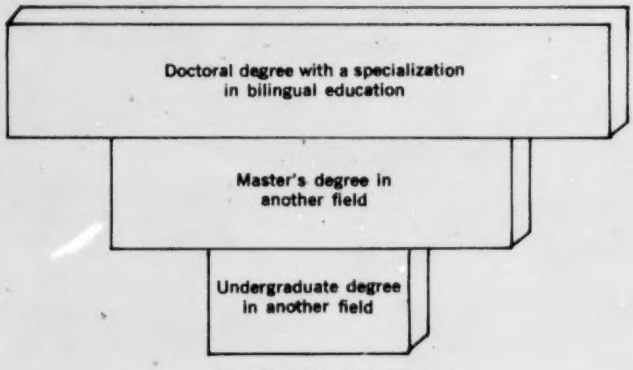

Doctoral degree with a specialization in bilingual education
Master's degree in another field
Undergraduate degree in another field

ILLUSTRATION 7

The doctoral degree should require more independent work than the undergraduate and the master's degree programs. This feature can be incorporated into the program in several ways:

1. Individual research projects within organized courses.
2. Independent study courses.
3. Independent research in specific areas of interest.
4. Collaborative work assignments with local, regional, State, or national education agencies.
5. Field-based graduate internships.

Students successfully completing the doctorate with a specialization in bilingual education may pursue a variety of careers:

1. IHE faculty member.
2. State or National Education Agency official.
3. Supervisor or consultant.
4. Curriculum specialist/writer.
5. School District bilingual-education director.
6. School District administrator.
7. Consultant with a service center.
8. National bilingual-education network staff member.
9. Researcher.
10. Guidance counselor.

The IHE should structure its doctoral program according to the various career options available to the individual with a doctorate with a bilingual-education specialization.

The IHE, in its commitment to bilingual education, must designate a certain portion of its graduate courses to be taught in the target language of the program. As was mentioned earlier, this arrangement provides the candidate with practice in the target language and ultimately results in quality programs.

Field experiences at the doctoral level are essential. These can take the form of actual classroom teaching in a bilingual program, providing inservice training to local bilingual education teachers, assisting the faculty with instruction at the master's or undergraduate levels, or working with an education agency at the regional, State, or local level. The purpose is to provide the candidates with opportunities to relate theory and practice and, thus, prepare them for their chosen career within bilingual education.

The bilingual-education doctoral program should have its locus of operation in the school of education but with links in several departments or disciplines. This document will only identify competencies for the areas of language, linguistics, culture, and pedagogy. Additionally, competencies for two other areas will be recommended: research and supervision. The reason for this is that many doctoral candidates in bilingual education are pursuing careers in these areas. Since a general recommendation for the doctoral program is for students to demonstrate the competencies required of the master's students, the doctoral program should expect students at this level to demonstrate a higher degree of knowledge or proficiency in each of the competencies.

Attitudes

The candidate should develop the attitude that:

1. All students bring with them certain intellectual, emotional, linguistic, socio-cultural, and physical capabilities and potentials which should be developed and enhanced during the teaching-learning process.
2. The language students use is a structured system of communication.
3. The language variety of the students and a standard variety are valid systems of communication, each of which has legitimate functions within various social contexts.

4. The students' culture is the basis for their learning to function as social beings.
5. Bilingual education promotes and enhances the education of linguistically and culturally diverse students.
6. Bilingual education provides enrichment for all students.

Skills

Doctoral students in bilingual education may usually be divided into two broad categories in terms of background and academic preparation: those with experience or training in bilingual education or related areas, and those without direct contact with bilingual education or related areas. The program, therefore, should take the students' backgrounds into account.

Language Proficiency

The candidates should already possess language skills in both English and the target language prior to entry into the program, since the usual doctoral degree program cannot develop these skills from total lack of proficiency to the level necessary for bilingual education. The IHE should provide an entry diagnostic test to determine the language proficiency of the candidates. The students at this level are expected to have a command of English and the target language in listening, speaking, reading, and writing. Specifically, the candidate should be able to:

1. Understand, speak, read, and write a standard variety of English and the target language.
2. Understand and preferably speak at least one major regional/social variety of the target language.
3. Control the technical terminology of the field of specialization in a standard variety of English and the target language.

An exit language-proficiency test is strongly recommended, and it should include both a general section and a specialized section which evaluates control of pedagogical terminology of both languages.

Basic Linguistic Competencies

The candidates should be able to demonstrate the competencies required of the master's degree students. In addition, the candidates should be able to:

1. Gather, transcribe, analyze, and compare linguistic informa-

tion from a variety of sources and produce a linguistic profile to include psycholinguistic and sociolinguistic information.
2. Explain the major schools of linguistic description and analysis and their implications for instruction.
3. Explain the major theories of the nature of language from the perspectives of psychology, sociology, anthropology, and linguistics and their implications for the design and implementation of bilingual education programs.

Supporting Linguistic Competencies

The candidates should be able to:

1. Critique and validate existing linguistic research findings.
2. Explain the principles of diachronic development in the two languages of the program.
3. Explain linguistic information in terms of specialized subareas, such as psychology, pedagogy, sociology, anthropology, etc.

Basic Cultural Competencies

The candidates should be able to demonstrate the competencies required of the master's degree students. In addition, the candidates should be able to:

1. Develop field-method skills designed to analyze and compare at least two U.S. cultural groups, one of which is the target group of the program.
2. Identify and research the intellectual, artistic, or technological contributions of the target group to U.S. culture.
3. Explain the sociological and psychological relationship of language and culture.
4. Explain the relationship of anthropology and education, especially as it relates to bilingualism.
5. Explain the process of acculturation and assimilation and its sociological implication.

Supporting Cultural Competencies

The candidates should be able to:

1. Critique and validate existing research findings in the area of the target culture.
2. Explain cultural information in terms of related sub-areas, such as psychology, pedagogy, sociology, anthropology, etc.

3. Explain historical and contemporary elements of the target group as they relate to the U.S. mainstream culture and, where applicable, to the culture of the home country.

Basic Pedagogical Competencies

The candidates should be able to demonstrate the competencies required of the master's degree students. In addition, the candidates should be able to:

1. Explain and apply the main theories of second-language teaching.
2. Explain and apply the principles of curriculum development in bilingual education as they relate to the total school program.
3. Identify and apply the major principles of instruction in elementary school subject areas or, at the secondary level, of at least two subject areas.
4. Critique instructional materials in terms of language, culture, and the theoretical principles on which they are based.

Supporting Pedagogical Competencies

The candidates should be able to:

1. Identify the significant historical events in the evolution of bilingual education in the United States and make specific suggestions for curricular improvement incorporating those practices and policies found to be successful.
2. Explain the major theories of curriculum development in general education and in bilingual education.
3. Design various bilingual education program models which incorporate bilingual education as an integral part of the regular curriculum.
4. Identify and apply at least basic principles of test development, interpretation, and use.

Research Competencies

The candidates should be able to:

1. Describe the nature of research and differentiate between descriptive and experimental studies and between theoretical and empirical studies.
2. Identify and locate resources necessary to conduct research.
3. Collect, process, and analyze data.

4. Critique and interpret research studies.
5. Determine the implications of research for theory, practice, and further research.
6. Design and conduct original research.
7. Explain the research and development process in educational decisionmaking.
8. Explain the basic principles of evaluation and prepare a basic evaluation study of a bilingual education program.

Supervisory Competencies

The candidates should be able to:

1. Observe and diagnose teaching behavior in a systematic manner.
2. Design inservice programs to meet specific local school needs.
3. Evaluate programmatic operations in addition to those involved in teaching.
4. Critique and assess curriculum materials.
5. Work effectively with teachers and/or administrators in the improvement of curriculum and instruction of the bilingual education program.
6. Develop a public relations program.

The doctoral program with a specialization in bilingual education, therefore, should lend itself to a variety of backgrounds, interests, and career goals. Each IHE should ensure that all its bilingual education doctoral students develop a common core of competencies in addition to those competencies which enhance and support the students' specific needs.

Degree Program Overviews

The following illustrations present an overview of the progression from the undergraduate level to the doctorate. The illustrations, in the forms of graphs, show approximate ratios between basic competencies and supporting competencies, and among the various subcategories of supporting competencies. It should be noted that each of the graphs represents all the competencies for each respective degree program.

Undergraduate Program Overview

Illustration 8 represents the entire undergraduate program; i.e., *Academic Foundations, General Professional Education,* and *Bilingual-Education Specialization.* The IHE determines the total number of competencies for its students. Within this number, the emphasis placed on the basic competencies and supporting competencies can be determined by the IHE. Although the proportions shown can be modified by individual IHEs, they illustrate the necessity of having the IHE identify and select the majority of competencies which all its bilingual education teacher candidates must demonstrate.

The supporting competencies are subdivided into two classes:

1. Those which the students and faculty select and which are based on the students' interests and needs.
2. Those which students can select on their own from an established list and which might be developed in elective courses.

ILLUSTRATION 8

Master's Degree Program Overview

Illustration 9 helps to explain the distribution of work expected of the master's degree students. The proportions of basic and supporting competencies are different to provide for flexibility. In addition, a fourth category, "Student Generates," has been added. This category is important, particularly as students are expected to do independent study and research or to prepare for a specific career. This could also take the form of a thesis, report, or term projects, such as materials development or development of curriculum for a specific bilingual school. Within the total number of competencies, the IHE may require students to do a certain amount of work in fields outside the area of bilingual education.

At the master's degree level, a program might consist of the following:

Major—Curriculum and instruction, educational administration, cultural foundations, etc.

Specialization—Bilingual education

Supporting Work:

1. General education, such as early childhood education, evaluation, etc.
2. Related fields, such as language, applied linguistics, anthropology, etc.

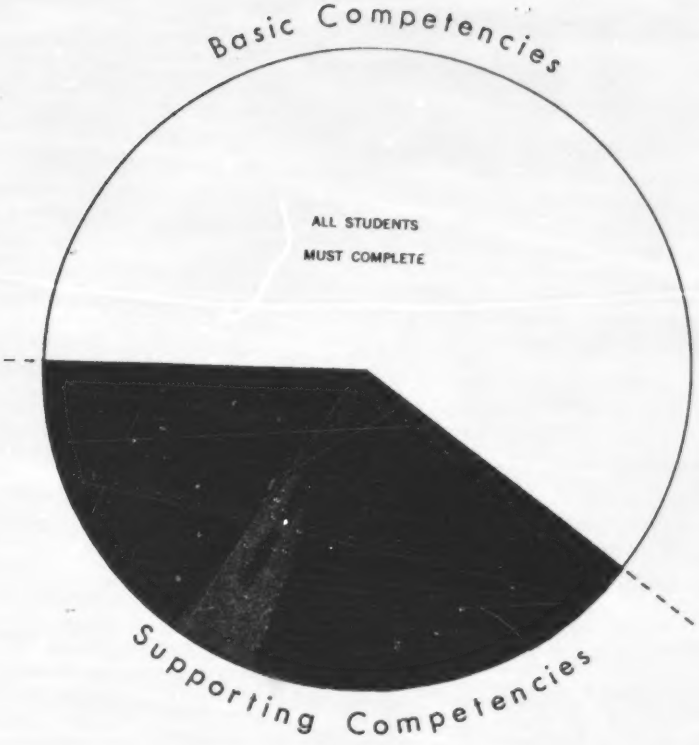


ILLUSTRATION 9

Doctoral Degree Program Overview

As can be seen in illustration 10 the IHE provides the doctoral students with more leeway to pursue their own interests and professional goals and to provide them with the necessary background for a variety of possible careers. The basic competencies might include work specifically in bilingual education and core work required of all students in the sponsoring department. This arrangement would ensure uniform preparation and training in those areas that the department wants for all its doctoral students, regardless of specialization. The supporting competencies begin to provide students with options in related fields and they provide the independence necessary for doctoral students.

ILLUSTRATION 10

At the doctoral degree level, a program might consist of the following:

Major—Curriculum and instruction, educational administration, cultural foundations of education, etc.

Specialization—Bilingual education

Supporting Work:

1. General education, such as early childhood education, evaluation, etc.
2. Related fields, such as language, applied linguistics, sociology, anthropology, psychology, etc.

The three degree programs—undergraduate, master's, and doctorate—with a specialization in bilingual education, progress in terms of the amount of independence granted to the candidates. At all levels, however, the IHE must provide a structured program which presents requirements and options available to the candidates.

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